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DEVELOPMENT OF NON-STATE GENERAL PRIMARY EDUCATION

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ANNOTATION: Considering the problem of institutionalization of non-state educational institutions, it is worth noting that social experience acquires a sustainable character as a result of the manifestation of a certain social need. This entails the formation of some typical set of rules of conduct, procedures and schemes for achieving goals, sanctions for violation of these rules and procedures arising from the main elements of the institutional form: social values, norms, statuses and roles. We can talk about significant changes in the transition from Soviet to post-Soviet society in an effort to identify objective grounds for the revival and development of the non-state sector of general education.

KEY WORDS: education, non-state sector, innovative development, non-state educational institution.

INTRODUCTION

Today, the focus on improving the quality of education in our country is the responsibility of non-governmental educational institutions to meet the specific requirements of the times, to be fluent in foreign languages, to have extensive access to world information resources. , raises the issue of educating young people who are able to demonstrate their innovative project, knowledge and skills in the process of international cooperation and dialogue, conquering the world arenas.

The scientific and pedagogical approach to improving the quality of education in foreign countries began in the 50s of the last century, and most studies have analyzed the issues of improving the quality and effectiveness of education in secondary schools. In this study, the problems of improving the quality of education in non-governmental educational institutions were not studied as a separate object of study.

The essence of the ongoing political, legal, social and economic reforms in the country is aimed at modernizing the educational process, updating the content of education, supporting the creative and intellectual potential of the younger generation.

In our country, the activities in the field of non-governmental educational services are developing rapidly in the field of preschool (kindergartens), general secondary (school), higher and advanced training and retraining (training centers). The number of non-governmental educational institutions by type of education is growing. Analyzing modern views and principles on improving the quality of education in non-governmental educational institutions and the development of professional competence of teachers working in them, we see the development of a number of international documents in this area. Including:

- Bologna (1999, Italy), Sarbonn Declaration, Lisbon Convention (2000), dedicated to the

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issues of improving the quality of education, ensuring mobility in education and continuing education, the single European educational area of the European Union Lisbon);

- Declaration of the UNESCO World Education Forum (World Education Forum-2015, Incheon);

The issue of "Creating access to quality education and lifelong learning for all" as the 4th goal of the United Nations Program "Sustainable Development Goals - 2030" (May 2015) is also relevant.

In the above-mentioned official documents, all educational institutions can use modern technologies as modern models for the development of professional competence of teachers, internships in research centers of the United States, as well as large corporations (Toyota, Sony, Mitsubishi), modernization , superversion, master-classes, development issues in informal and informal forms are widely covered.

Today, the growing demand for non-governmental educational institutions to improve the quality and efficiency of educational institutions on the basis of the introduction of international standards for assessing the quality of education and training Uzbek language and literature, foreign languages, (several foreign languages)), in-depth study of important and demanding disciplines such as informatics (computer technology), mathematics, social pedagogical - psychological diagnostics; providing the education system with modern information technologies, analyzing the needs of teachers, ensuring professional and socio-psychological adaptation of teachers, their retraining and advanced training; Improving the management system of general secondary education (NES), a new approach to the management of the education system; requires an in-depth analysis of labor relations in educational institutions.

The system of education in non-governmental educational institutions in our country, the reforms in the field of education of developed countries in order to improve the teaching process, the modernization of the content of education on its basis, its goals and objectives, the solution of global challenges. Problems to be solved: analysis of the content of activities of non-governmental educational institutions, study of their tasks, goals and development of necessary recommendations, the main challenges of all educational institutions today, the organization of education and its quality Much attention is paid to the solution of issues such as development, management, financing, development of material and technical base of educational institutions.

Theoretical analysis of the literature in the field provided an opportunity to justify the content and essence of a systematic approach to improving the quality of education in non-governmental educational institutions. In improving the quality of education, the object of research is considered as a system, that is, a complex system that serves to "produce a consumer product." It requires a holistic view of non-governmental educational institutions, depending on the nature of its connections and means. The study of non-governmental educational institutions was divided into several parts with specific features, and the relationships between them, as well as the characteristics of their connection with general secondary schools, were identified.

In today's society, which is based on the development of mechanisms to improve the quality of education in non-governmental educational institutions, the solution of its problems is constantly evolving and modern science and technology, such a situation should be seen as a result of the growth of ordinary social consciousness. If we analyze the conclusions here, the

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demand of the society for the students studying in non-governmental educational institutions will have its direction in the future, which is manifested in the following ways:

first, the proportion of young people trying to obtain a state certificate with a socially influential category in order to gain a place in society;

secondly, the number of students who are studying in accordance with the curriculum established by the DTS and are trying to obtain additional diplomas and certificates (for example, foreign languages or computer, sports).

The goal of non-governmental secondary schools is to create favorable conditions for students to ensure high quality of general secondary education, as well as traditional educational services that provide alternative opportunities for quality and popular education. The provision of educational services is to increase the efficiency and effectiveness of general secondary education through the use of innovative pedagogical forms, methods and modern technologies of teaching, taking into account the best international practices.

According to the peculiarities of the development of the world's largest megacities, the main condition for the modernization of education in Moscow is the inclusion of a network of institutions located in the city. Based on the approach that provides educational services (other departments, federal agencies, non-governmental institutions, institutes), regardless of the form of ownership and subordination, the scale of the system, the diversity of educational institutions, the diversity of socio-cultural environment in the regions A special approach to modernization and diversification has been introduced to improve the efficiency of the system, taking into account the diversity. According to him:

- The most important mechanism of modernization is to rely on a team of the best experienced teachers and mature professionals in the education system;
- financing of quality and efficiency of services and creation of a unified system of quality management in education in the city;
- Ensuring the standardization of educational services should be ensured through the use of new financial, economic, organizational and management mechanisms;
- The participation of the general public in the objective, independent, transparent monitoring of the quality of education will significantly improve the performance of the education system for the people of Moscow.

Thus, the ongoing reforms in the education system in our country require the development and improvement of mechanisms to improve the quality of education in non-governmental educational institutions, ie the formation of an education system that meets socio-economic, modern requirements. This is one of the main requirements of today, not only to improve the quality of education, but also to improve the work of staff at various levels of the system, based on the organization and formation of pedagogical activities of teachers on the basis of innovative technologies. l defines the tasks of identifying guidelines, adapting them to new conditions, and implementing them in practice.

Therefore, the ongoing reforms to improve the quality of education in all non-governmental educational institutions require the use of the most effective methods of innovative technologies based on scientific and technical achievements in the organization and management of the educational process on a scientific basis. skills and competencies,

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acquisition of new personal and professional qualities. Improving the quality of education so that future professionals in non-governmental educational institutions can meet the needs and requirements of society (education quality management) which is part of the overall structure of education management. Education quality management is based on the organizational skills and pedagogical skills of the head of a non-governmental educational institution, regulating the relationship between staff and representatives of interested public organizations.

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